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ABSTRACT

Produced by a staff of teachers working on curriculum teams for Project PACESETTER, this secondary school English curriculum guide organizes materials into behavioral objectives which include two major components: the objective statement, which specifies the behavioral variable, and activities, which outline what the student should do to attain the objectives. Each of the curriculum areas is divided into major topics or levels, beginning with a level objective followed by numbered objectives subordinate to it. Suggested activities follow each of these specific objectives and are numbered consecutively throughout the level. Subject areas include communication skills, an introduction to the novel, the classification of the novel, definition of the novel, style of the novel, characterization and character analysis of the novel, plot and character in the novel, critical analysis of the novel, the short story, a survey of English literature, social letter writing, argument and persuasion, basic writing techniques, and paragraph styles in textbook study. (HOD)

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Secondary Schools

CURRICULUM

GUIDE

Cranston School Department
Cranston, Rhode Island
1972

AS 200 664

ENGLISH

Grades 7-12 **Levels 1-14**

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Secondary School
CURRICULUM GUIDE

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Prepared By
a curriculum writing team
of secondary teachers

Project PACESETTER
Title III, E. S. E. A., 1965

Cranston School Department
845 Park Avenue
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1972

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PREFACE

The following levels consist of instructional objectives and activities for each course of study within every curriculum area. These materials were produced by a staff of teachers working on curriculum teams for Project PACESETTER. They are, therefore, the product of the experience of the professionals who will put them to use.

This curriculum guide provides each teacher with curriculum materials organized into behavioral objectives with a scope and sequence. The guide is intended to encourage feedback so that a fully classroom tested curriculum will eventually result from the participation and suggestions of all teachers in the secondary schools of Cranston.

OBJECTIVES IN TERMS OF LEARNING VARIABLES

Bloom and his collegues devised a taxonomy of educational objectives designed to classify the behavior of students in three domains as a result of having participated in a series of instructional experiences. The three domains are the cognitive (intellectual), the affective (emotional), and the psychomotor (physical). Within each of these domains there is a hierarchy which denotes increasing complexity of learning which is shown below.

Cognitive	Affective	Psychomotor
knowledge	receiving	frequency
comprehension	responding	energy
application	valuing	duration
analysis	organization	
synthesis	characterization	
evaluation		

The objectives which appear in these Curriculum guides have been stated in behavioral or performance terms. In addition to the general technique of the behavioral statement, the authors were careful to differentiate the levels at which given behaviors could be expected of the student. Thus, in the cognitive domain, a student's performance in the display of knowledge of a concept is less complex than the student's performance when he applies the concept in a given situation. Similarly, in the affective domain, a response to a situation is not as complex as the display of a value toward a given situation.

In initial classroom trials of this curriculum teachers will evaluate the appropriateness of the objectives and make recommendations for revising, deleting, or adding to the objectives or activities.

LEVELS, OBJECTIVES, AND ACTIVITIES

The curriculum guides provided here are organized into behavioral objectives which generally include two major components. The first is the objective statement which specifies the behavioral variable--the intended behavior of the students as a result of having participated in a set of instructional experiences, the content or topic and the evaluative criterion which is sometimes implicit in the behavioral objective. Curriculum writers have made every effort to classify the intended behaviors in keeping with the work of Bloom and others. The objectives, then, are stated in terms of specific behaviors which range from the simple, such as memorizing or translating, to the most complex, such as synthesizing or evaluating. The second major component is comprised of activities which outline what the student should do to attain the objective. These activities are suggested and should be added to, deleted, or modified by the teacher according to the needs and characteristics of individual students and the teacher's own experience and knowledge.

It is important to note here that the objectives serve the purpose of helping each teacher select appropriate learning experiences, communicate to others what is expected, and provide both student and teacher with a standard for evaluating progress. Objectives should not be seen as limiting teacher innovation or what the student is expected to know.

Each of the curriculum areas is divided into major topics or "Levels." Each level begins with a level objective which is followed by numbered objectives subordinate to it. Suggested activities follow each of these specific objectives and are numbered consecutively throughout the level.

EVALUATIVE CRITERIA

Many of the evaluative statements included in the behavioral objectives are teacher oriented; final decisions on evaluation have traditionally been the prerogative of the teacher. As we move toward continuous progress and, eventually, individualized instruction, it is hoped that the evaluation component increasingly becomes the shared responsibility of both teacher and student.

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* pages are numbered within levels only

** Levels 2 and 10 are survey courses

LEVEL OBJECTIVE

THE STUDENT WILL BE ABLE TO DISPLAY KNOWLEDGE OF COMMUNICATIVE SKILLS BY COMPLETING THE FOLLOWING LEVEL.

I. Multi-Media Resource Center

Objective #1: The student will demonstrate application of equipment in the multi-media center by correctly using the following equipment in a classroom situation as measured by the AVA coordinator.

Activities:

1. Demonstrate how to use:

Micro-film reader

Previewer-35 mm

Record Player

Multiple jack box-ear phones

Tape recorder-reel to reel and/or cassette (deck or portable)

Cassette play back units

Loop projector

Objective #2: The student will increase his knowledge of library resources by completing the following activities as measured by the school librarian or other suitable person.

Activities:

2. List major parts of a book:

title page, copyright page, preface, table of contents, body, index, special indexes.

3. Identify or give means of book classification.

4. Explain the Dewey Decimal System.

5. Locate a book when given its call number or other guide symbols.

6. Differentiate among the cards relating to one book in a card catalogue.

7. Explain the purpose of cross reference; and locate cross reference cards.

8. Determine recourse when information cannot be found in a card catalogue.

9. Determine the value of periodicals.

10. Demonstrate how to use the Reader's Guide to Periodical Literature.

11. Locate a particular periodical by using the Reader's Guide to Per. Lit.

12. Locate a particular article by using the Reader's Guide to Per. Lit.

13. Identify the arrangement order of encylopedias.

14. Explain the manner of indexing encylopedias.

15. Explain the content of encylopedias.

16. Explain the content and purpose of: Atlasses, Gazetteers, Almanacs, Reference books on literature, and quotations.

17. Locate in a dictionary entry where one might find: correct spelling, pronunciation, definition, part of speech, origin of work, levels of usage, guide words.

18. Determine what information might be found in dictionaries other than basic lexicography.

II. Language Study

Objective #3: The student will increase his knowledge of the factors that have influenced language development by completing the following activities as measured by teacher-made tests.

Activities:

19. List historical facts that show an organized approach to the study of WORDS.

20. Give examples of changes in word pronunciation over centuries of time.

21. Give examples of changes in word spelling over centuries of time.

22. Demonstrate dialectic changes in early language.

23. Give examples of how new ways of life caused man to coin new words.

24. Explain how the conquest by a foreign people resulted in language change.

25. Select examples of language change as a result of cultural contacts.

26. Identify the stages of language growth from Indo-European to Modern Times.

27. List cultural effects on the growth of our language regarding: worship, government, learning, navigation colonization, trade, Americanisms, technological innovotions.

28. Define the word semantic and give examples of change in word meanings.

III. Vocabulary Development

Objective #4: The student will demonstrate application of the following vocabulary skills by completing the following activities as measured by teacher-made tests.

Activities:

29. Identify and explain word resources by which vocabulary might be expanded.

30. Demonstrate the use of a dictionary so as to be able to give synonyms and antonyms of specific words.

31. Demonstrate the use of a thesaurus so as to select words that will be more accurate in intent of use.

32. Choose words for a particular audience's understanding.

33. Recognize and avoid redundancy.

34. Define word meaning from context.

35. Develop a fund of prefixes, suffixes, and roots along with their meanings and demonstrate the use of some.

36. Recognize words that are specialized to or are technical language of a trade, profession, or narrow behaviorism.

IV. Vocabulary Application

Objective #5: The student will demonstrate application of the following linguistic terms and concepts by completing the following activities as measured by teacher-made tests.

Activities:

37. Differentiate the meaning of words regarding: denotation, semantics, connotation, figurative.

38. Define and give examples of denotative meaning of a word.

39. Give examples of semantic meanings of words regarding: personal preferences, figurative language, and experience interpretation.

40. Give examples and explain why connotation shows the user's attitude toward the meaning of the word used.

41. Give examples of figurative language to show meaning by comparison.

42. Identify which terms on a given list can be considered as abstract terms and which terms can be considered as concrete.

V. Language-Application

Objective #6: The student will demonstrate application of the following language skills by completing the following activities as measured by teacher-made tests.

Activities:

43. Demonstrate how to effectively use language to be: brief, blunt, and direct.

44. Express yourself in as simple a manner as is possible.

45. Construct discourse so as to be to the point with a minimum of words.

46. Intentionally reconstruct discourse euphemistically.

VI. Grammar

Objective #7: The student will display comprehension of the following elements of grammar by completing the following activities as measured by teacher-made or standardized tests.

Activities:

47. Recognize that grammar is a guide to the use of words that carries information over and beyond the use of a dictionary.

48. Identify the fact that grammar is not the classification of the parts of discourse; but rather, it is a theory of how language works.

49. Identify and explain devices of grammar.

50. Explain the meaning of inflection.

51. Identify inflections of words by structural changes (plurality of nouns and pronouns; possessives; verbs).

52. Identify word inflection by changing word order.

53. Recognize articles, auxiliaries, prepositions, connectives as the four classifications of function or structure words.

54. List examples of words under the four classifications of function words.

55. Recognize nouns and verbs and label them as content words.

56. Define function words as closed words since new function words are rare.

57. Define content words as open words since new ones are added constantly.

58. Identify the characteristics of a proper noun and common noun

59. Classify common nouns as to whether they are: collective, concrete, abstract, or compound.

60. Define and give examples of the four kinds of common nouns.

61. Construct a simple sentence.

62. Identify a simple sentence according to structure.

63. Identify the simple and complete subject in a simple sentence.

64. Identify the simple and complete predicate in a simple sentence.

65. Explain the predication concept.

66. Identify the simple and complete predicate.

67. Differentiate a sentence from a non-sentence.

68. Identify a sentence in concept by initial capitalization.

69. Construct a compound sentence by the use of connective function words.

70. Identify a compound sentence according to structure.

71. Construct and identify a sentence with: a compound subject and a compound verb.

72. List the noun determiners.

73. Determine the spelling of the plurals of nouns.

74. List contextual examples of noun substitutes or nominals.

75. Recognize the inflectional scheme of a verb regarding time.

76. Recognize when an auxiliary verb is used as a main verb.

77. Recognize that the most common order in subject before verb in declarative, imperative and exclamatory sentences.

78. Explain the need and use of subject complements.

79. List the seven basic sentence patterns.

80. Recognize and construct an example of the S-V sentence.

81. Identify the verb in a S-V pattern as being intransitive.

82. Recognize and construct an example of the S-V sentence.

83. Identify the verb in a S-V-O pattern as being transitive.

84. Recognize and construct an example of S-Link V noun sentence.

85. Recognize and construct an example of an S-Link V Adj: sentence.

86. Recognize and construct an example of S-V- io: D.O. sentence.

87. Recognize and construct an example of an S-V-O Obj. complement sentence.

88. Recognize and construct an example of an S-V-O Adj: sentence.

89. Identify sentence transformations.

90. Construct and identify: a request tranform; a passive transform; a question transform; negative transform; a postponed subject transform.

91. Give an example of the verb "do" as an auxiliary and as a main verb.

92. Determine the function of modifiers in sentences by identifying and explaining what the following do:

    single word adjectives

    " " adverbs

    prepositional phrases used as adjectives

    " " " " adverbs

    appositives - single word and phrasal

    verbals - " " " "

    clauses - " " " "

93. Define headwords and determiners.

94. Identify, label, and explain the function of connectives.

95. Explain the reason for the use of coordination and subordination.

96. Recognize and construct a complex sentence.

97. Determine the density of thoughts in complex sentences.

98. Recognize and determine the uses of verbals.

99. Combine ideas expressed in simple sentences by: compounding; coordination; subordination; appositives; verbals-simple and absolute constructions.

100. Analyze complex constructions by determining what has been predicated, in what way, and what kind of modification has been employed.

101. Indicate a knowledge of phonology by being able to give examples of:

varying vowel sounds-voiced, unvoiced, semi, middle

consonant sounds

blends and digraphs

dipthongs

phonograms

102. Give identified oral examples of intonation so as to vary meaning.

VII. Public Speaking

Objective #8: The student will increase in comprehension of effective public speaking practices by engaging in the following suggested activities and evaluated by teacher-made tests.

Activities:

103. Define oral communication.

104. List qualities of a good speaker.

105. Describe the preparation necessary for an effective speech.

106. List devices that a speaker may use to present his talk well and keep the attention of his audience.

107. Give examples of voice inflection.

108. Demonstrate gestures and body action as an aid in communicating with an audience.

109. Tell the difference between that which is stated and that which is implied.

110. Describe what the speaker should consider about his audience before his speech.

111. Differentiate between the characteristics of an informative speech, a persuasive speech, and a demonstration speech.

112. Outline a given topic in preparation for a speech on this topic.

113. Demonstrate the method of writing note cards for a speech on a particular topic.

Objective #9: The student will apply his knowledge of public speaking by engaging in the following suggested activities evaluated by teacher-student critique.

Activities:

114. Present a speech on a given topic, to a class, in a specified time, keeping the attention of the audience and presenting the material well.

115. Demonstrate, in an oral presentation, effective use of facial expressions.

116. Demonstrate, in an oral presentation, effective use of humor.

117. Demonstrate, while giving an oral presentation, an ability to overcome certain disturbances and disruptions that may occur during a speech.

118. Demonstrate an ability to present informative, demonstrative, and persuasive speeches.

VIII. Listening

Objective #10: The student will increase in comprehension of qualities of affective listening by participating in the following suggested activities evaluated by teacher-made tests.

Activities:

119. List characteristics of a good listener.

120. List characteristics of a good audience.

121. Describe the characteristics of a physical environment that would lend itself as an example of a good place to listen to a speaker.

122. Give examples illustrating the need for a listener to use his vision as well as his hearing during an oral presentation.

123. Listen to a speaker and identify the speaker's strong points and his weak points.

124. Listen to a speaker and then formulate a list of valid questions concerning the speech.

125. Listen to an oral presentation and summarize the speaker's main points.

126. Listen to an oral presentation and evaluate it according to:

    a. correctness of content

    b. grammatical correctness

    c. manner of presentation

127. Follow directions, involving several steps, which were given in an oral presentation.

IX. Levels of Discourse: A. The Interview

Objective #11: The student will apply knowledge of listening skills to interviewing practices evaluated by teacher observation.

Activities:

128. Describe the factors which contribute to an effective interview.

129. Describe what should be considered in choosing someone to interview.

130. Outline questions which would be helpful in conducting an interview.

131. Conduct an effective interview having been given a topic or having chosen a topic.

132. Take notes during an interview so as to record important information.

133. Quote the person being interviewed without making errors.

B. The Discussion

Objective #12: The student will increase in comprehension of elements of discussion by engaging in the following suggested activities evaluated by teacher-made tests.

Activities:

134. Identify the difference between monologue and dialogue.

135. List the characteristics of a good discussion.

136. Identify elements of courtesy that are desirable in conversations or discussions.

137. Write a summary of the preparation necessary for a participant in a good discussion.

138. Distinguish fact statements from opinion statements.

139. Define what is meant by first person, second person, and third person in conversation.

140. Give examples of logic as used by an individual in a discussion.

141. Give examples of statements made in a discussion which would not be relevent to the topic of discussion.

142. Define the word tact and explain the importance of tact in a discussion.

143. Given two statements of a syllogism, write a third that completes it.

144. Differentiate statements as to whether they are inferences, value judgments, or judgments of fact.

145. Give examples of deductive statements that might be part of a discussion.

146. Give examples of inductive statements that might be part of a discussion.

147. List topics which might be catalyzers for creating a good discussion.

148. Be a participant in an effective, well planned, intelligent discussion on a given subject.

149. Summarize what you have learned after taking part in a discussion.

150. Analyze the positions taken by various participants of a discussion.

151. List strong points and weak points of statements made by participants of a discussion.

152. List valuable characteristics and techniques demonstrated by participants of a discussion.

C. The Debate

Objective #13: The student will apply his knowledge of discussion and listening to debating techniques evaluated by teacher-student observation.

Activities:

153. Define the term "debate."

154. Describe rules used in debating.

155. Describe the usual tasks of the participants in a debate and the order in which they speak.

156. List the abilities and skills which debating might help to develop.

157. Define debating terms such as: argument, burden of truth, burdent of rebuttal, case, construction, fallacy, presumption, syllogism, etc.

158. Determine debatable topics from nondebatable topics.

159. Determine fact from opinion in statements made during a debate.

160. Describe what procedures and preparation should be done by either side before the debate takes place.

161. Give examples of devices used by either the affirmative or negative side which are special methods of tricking their opponents.

162. Give examples of places where debate or forms of debating might be witnessed.

163. Take part in an effective debate having been given a debatable topic.

164. Demonstrate an ability to reverse an argument by debating on the affirmative side and then, using the same topic, debate on the negative side.

165. Demonstrate an ability to evaluate a debate by taking the role of a judge in a debate.

LEVEL OBJECTIVE

THE STUDENT WILL INCREASE HIS KNOWLEDGE OF THE ELEMENTS OF THE NOVEL BY COMPLETING THE FOLLOWING SUGGESTED ACTIVITIES AS MEASURED BY TEACHER OBSERVATION AND/OR TEACHER-MADE TESTS.

Activities:

1. Examine the titles of several novels and decide whether the titles are relevant and whether they entice the reader to become interested.

    a. Trace the origin of a title if it comes from a quotation, song, poem, motto, etc. (ex. "All the King's Men").

    b. Examine and evaluate the effectiveness of several original titles considering their relevancy to the novel and their initial appeal.

2. Investigate the structure of the novel and the different elements that make up the plot and/or subplots of a novel.

    a. Identify and become familiar with the elements essential to the development of plot:

        1. incidents conceived by the author.

        2. a series of actions moving from the beginning through a logically related sequence to a logical and natural outcome.

        3. Define conflict and be familiar with the different types of conflict present in any specified novel:

            a. Struggle against forces of nature.

            b. Struggle against another person.

            c. Struggle against society.

            d. Struggle for mastery.

            e. Struggle against fate or destiny.

4. Know the logical sequence in developing the conflict within the plot:

   a. introduction

   b. complication

   c. crisis (climax)

   d. resolution

   e. outcome

5. Write definitions of the terms protagonist and antagonist. Given a specific novel, point out the protagonist and antagonist in the conflict of the novel.

6. Take two novels and show how the setting acts as a backdrop for the plot (ex. Poe's works) in one, and is unimportant to the plot (ex. "The Sun Also Rises") in the other.

7. Write a short paper discussing the sub-plot of a specific novel including an opinion as to whether the sub-plot added substance the main plot or detracted from it.

b. Analyze and evaluate the setting, mood, and atmosphere of a specific novel and show how these are essential to the credibility of the conflict (ex. "Wethering Heights").

c. Take a specific novel which has not been made into a movie, and "Cast" the characters. Point out what differences in mood, atmosphere, and should be used than those employed by the author.

d. Analyze and evaluate the depth and clearness of the conflict of a novel. Make note of your own emotional feelings concerning those involved in the conflict.

e. Taking two specific novels, write a short paper showing why the conflict in one was strong and "Biting" and was weak and "flat" in the other.

f. In a given novel list the elements which give strength to the plot and those which weaken it. Suggest plot elements which would add impact to the novel.

g. List any elements of special style or devices of the author which added to the credibility and enjoyment of the novel.

h. Taking a specific novel and list any special use of language effectively employed by the author. Be sure to take special note of figures of speech and dialect.

i. Write a critical analysis of a specific novel taking into consideration all of the elements of the success or failure of the author in appealing to the reader.

3. Examine, analyze, and evaluate the impact of a novel considering the entire work and its integral parts.

LEVEL OBJECTIVE

THE STUDENT WILL INCREASE HIS KNOWLEDGE OF THE CHARACTERISTICS OF NOVELS FROM VARIOUS PERIODS OF ENGLISH LITERATURE BY SATISFACTORILY COMPLETING THE FOLLOWING LEVEL.

Objective #1: The student will display knowledge of the characteristics of novels from various periods of English literature by completing the following suggested activities as measured by teacher observation and/or teacher-made tests.

Activities:

1. Classify a given novel according to its period. List criteria which substantiate the placement.
2. Investigate the characteristics of literature from various periods of development.
3. Match examples of period writings with the proper period.
4. State the predominant philosphical attitude of the different periods.
5. Itemize the predominant literary device used by authors of different periods.
6. Name ten characteristics of a given period.
7. Name at least five authors representative of different periods.
8. Identify significant historical occurrences which have affected the literature of a period.
9. Prepare a report for a given period containing complete information.
10. List the differences and similarities of two given periods of writing.
11. Research and prepare a report analyzing the following periods of literature:

    428-1100 Old English Period

    1100-1350 Anglo Norman Period

    1350-1500 Middle English Period

    Humanistic

1500-1660 The Renaissance Period

Rationalistic Period

1500-1557 Early Tudor Age

1558-1603 Elizabethan Age

1603-1625 Jacobean Age

1625-1649 Caroline Age

1649-1660 The Commonwealth Interreguerm

1660-1789 The Neo-classical Period

The Colonial Period

1660-1700 The Restoration Age

1700-1750 The Augustan Age

1750-1798 The Age of Johnson

Gothic Age

1798-1870 The Romantic Period

1798-1832 The Age of the Romantic Truimph

1832-1870 The Early Victorian Age

Impressionism

Trancendentalism

1870-1914 The Realistic Period

The Naturalistic Period

LEVEL OBJECTIVE

THE STUDENT WILL INCREASE HIS KNOWLEDGE OF THE NOVEL AS A LITERARY FORM BY COMPLETING THE FOLLOWING SUGGESTED ACTIVITIES MEASURED BY TEACHER OBSERVATION AND/OR TEACHER-MADE TESTS.

Activities:

1. Define the term "novel" as a literary form.
2. List common characteristics of all novles. Name the various types of novels and state their particular characteristics.
3. Identify the basic intent of a novel.
4. Identify the various parts of a novel -- the physical steps of the novel.
5. Define the term "genre."
6. List the various genre into which novels may be classified (see listing).
7. Prepare a chart containing the characteristics of various genre.
8. State the literary devices used in the presentation of works representing various genre.
9. Investigate and report relative to the interaction of genre and periods of literary development. Consider the following question: "Is one the outgrowth of the other?"
10. Identify a given novel relative to genre and substantiate identification.
11. Compare two given novels. Identify the genre of each and prepare a chart listing the similarities and differences of the two.
12. Identify a given author's works in terms of genre.
13. State the relationship between genre and theme.
14. Use the various resource materials in the media center.
15. Gather examples of various types of novels and prepare an exhibit illustrating and explaining the various types.

16. Prepare a lesson to be given to the class defining the term "novel" and explaining the various types of novels.

17. Prepare a series of skits representing scenes from the various types of novels.

18. Prepare a "mock" novel containing the necessary physical parts of any novel.

19. Form a committee to investigate the various genre and prepare a report to be presented to the class.

20. Invite a college professor - an expert in the field of English - to speak to the class concerning genre.

21. Read at least two novels representing different genre. Prepare a list of distinguishing characteristic of each. Prepare a report to be given to the class.

22. Compile a list of the various stylistic devices used by authors representative of different genre.

23. Prepare a report analyzing the interaction between genre and periods of development of novels.

LEVEL OBJECTIVE

THE STUDENT WILL INCREASE KNOWLEDGE OF THE ELEMENTS WHICH COMPRISE AN AUTHOR'S STYLE AND DISPLAY KNOWLEDGE OF THE VARIOUS STYLISTIC DEVICES WHICH MAY BE EMPLOYED BY AN AUTHOR BY SATISFACTORILY COMPLETING THE FOLLOWING LEVEL.

Objective #1: The student will display knowledge of the various aspects of an author's style by satisfactorily completing the following suggested activities as measured by teacher observation and/or teacher-made tests.

Activities:

1. Define the term style and list various techniques which may differentiate one author's style from another.
2. Define the term "ornamental writing" and list some of its characteristics.
3. Write a descriptive paragraph employing ornamental device.
4. List at least three authors who are characterized by this style.
5. List at least three literary works which are examples of ornamental writing, and explain why they fit into this category.
6. State the effects of ornamental writing upon the thematic developments.
7. Present arguments for and against the use of ornamental writing in leterature.
8. Define and list characteristics of "forceful writing."
9. Research writers who use this style of writing and list the reasons why forceful writing has become their mode of communication.
10. Define term "forceful" writing. Write a paragraph employing methods used by forceful writers.
11. List at least three authors representing this style of writing.
12. Define and list characteristics of poetic writing.

13. Write a short story employing examples of this technique.

14. Define and list characteristics of "journalistic" writing. State the intent of such writing.

15. List authors employing this technique. Write a paragraph employing this technique.

16. Define and list characteristics of scientific writing. State the general thematic nature of scientific writing.

17. Name at least two authors representative of the technique and state the basic intent for writing in this manner.

18. Define and list characteristics of "abstract" writing. Identify the significant peculiarities of abstract writing.

19. List authors representative of this style.

20. Write a brief paragraph employing this technique. Give at least five examples of sentences representative of abstract writing.

21. Define and list characteristics of "conceit" writing.

22. List at least three authors representative of this style.

23. Write a brief paragraph employing this technique. Give at least five examples of sentences representative of this technique.

24. Define and list characteristics of "rhythmic" writing.

25. List three authors representative of this style. Write three sentences employing this technique.

26. Define and list characteristics of "pedestrian" writing. State the effects desired from such writing.

27. List authors representative of this style. Write a paragraph employing this technique. Given three different paragraphs, choose the one representative of pedestrian writing.

28. Define and list the characteristics of "scenic" and "artificial" writing.

29. List examples of literature which represent each style. State the importance of the use of each type relative to thematic development.

30. Define and list characteristics of writings labeled as follows:

    a. comic

    b. burlesque

    c. whimisical

    d. caricature

    Prepare a list of authors and works representative of the types listed. State the basic intent of each type.

31. Write a paragraph examplifying each type of writing.

32. Given a series of paragraphs representative of various styles of writing, choose those which are represenative of the styles listed above. Identify characteristics which place the writings in the various categories.

33. Define and list characteristics of writings labeled:

    a. satire

    b. cynicism

    c. lampoon

    d. irony

    e. sarcasm

    f. parody

    g. lambast

34. State the basic intent of each type. Prepare examples of each type.

35. Write a short story implementing one of the techniques listed.

36. Given a series of paragraphs identify those which are characteristic of the techniques listed. Identify the paragraph as to type and methods used to develop the paragraphs.

37. Define and list the characteristics of "vivid" and "dull" writing.

38. Define term and list at least two authors for each category.

39. Given examples of paragraphs representative of both styles identify each and give reason for labels.

40. Define and list the characteristics of the device called verisimilitude.

41. Define term and given at least two examples in sentence form. Write a paragraph employing this technique.

42. Define and list the characteristics of Belles Letters. Prepare an argument for or against "Belles Letter" as an effective style of writing.

43. List at least three authors representative of this type work and name these works as well.

44. Define and list the characteristics of "Bestiary" literature. Give examples of such writing.

45. Define and compare "objective" and "subjective" literature. State the advantages and limitations of each type of writing.

46. List at least three authors representing each style and name two of thier works.

47. Given examples of various styles of writing choose those which are either subjective or objective and given reason for your choice.

48. Define and list the characteristics of "suspense" writings. Compare the term "suspense" writing to "gothic" literature.

49. Write a short story employing techniques of such writing.

50. Define and list the characteristics of terms: "stream of consciousness" and "flashback" as they refer to literature. Prepare a list of authors and their works relative to "stream od consciousness." Identify the thematic nature of most literature which employs this technique.

51. Write a short story employing one of the methods listed.

52. Define and list the characteristics of "point of view" as it is used in literature. Identify point of view from which a story is told. State how point of view affects a novel's meaning.

53. Write various paragraphs employing different "points of view."

54. Given various leterary selections, state the point of view employed and its effect on the writing.

55. Define the following terms:

    Colloquialism

    Slang

    Dialect

    Pronunciation

    Sensual

    Symbolism

    Coined words

56. Define and list the characteristics of the term "inuendo." State the manner in which inuendo is used as a literary device.

57. Define the terms "monologue" and "dialogue." List the reasons why an author would use monalogue or dialogue. State the purpose of monologue (soliloguy) or dialogue as they relate to the thematic development of a story line.

58. Given an unpunctuated paragraph employing dialogue, punctuate the entire paragraph correctly.

59. Convert a paragraph written in narrative form into an interesting paragraph employing dialogue.

60. Define and state the use of inversion as a literary technique. State the effect of inversion upon the development of a literary piece.

61. Given a paragraph written in straight narrative, use inversion to add interest and variety.

62. Define the term "local color." State the techniques used by authors to effectively create local color. Explain the importance of local color to an entire literary work.

63. Name at least three authors and their works which typify the use of local color.

LEVEL OBJECTIVE

THE STUDENT WILL INCREASE COMPREHENSION OF THE COMPLEXITIES INVOLVED IN THE CREATION AND ANALYSIS OF A CHARACTER BY SATISFACTORILY COMPLETING THE FOLLOWING LEVEL.

Objective #1: The student will display knowledge of the following aspects of characterization and character analysis by completing the following suggested activities as measured by teacher observation and/or teacher-made tests.

Activities:

1. Research and identify the various methods authors use to develop characters.
2. List the fundamental methods of characterization in fiction.
3. List and define types of characters in various literary works.
4. List the function of each method of characterization.
5. Explain the circumstance under which an author would use one of the stated methods of characterization.
6. State the function of a given character in a literary piece.
7. State the importance of the interaction between characters and the developmental aspects of a literary work.
8. List the important aspects of the interaction between plot and characterization. List the five plot techniques an author may use to reveal a character.
9. State the relationships between plot and characterization.
10. State the relationship between point of view and characterization.
11. Create a character using different points of view.
12. List the advantages and disadvantages of using various points of view.

13. State the various plot techniques an author may use to reveal a character's personality.

14. State the relationship between author's point of view and characterization.

15. Explain the effect of author's point of view upon character development.

16. List the advantages and disadvantages of various points of view in the development of a character.

17. State the importance of empathy to the believe-ability of a character.

18. List methods used by authors to evoke empathic responses from readers.

19. List various techniques used to develop local color.

20. Name a character who embodies this technique, and state the techniques used by the author in the development of the character.

21. State the relationship between "local color" and characterization.

22. Explain the manner in which dialect may be used to establish "local color."

23. State the effect of tone upon the development of a character.

24. Define the following terms and state their function in literature:

major character

minor character

archetype

confidant

hero

heroine

protagonist

antagonist

main hero

stock character

25. State the relationship of the above character types to the plot development.

26. Define the term setting as it relates to character development.

27. State the general effect which setting has upon characterization.

28. List the ways in which setting may be used to reveal a character's personality.

29. Identify the manner in which "atmosphere" and "background" may aid in the development of a character.

30. State the manner in which the above terms may aid in the development of plot and theme.

31. Define the following terms:

    decorum

    propriety

    dignity

32. Relate the stated term to a given character's development.

33. Explain the use of the above terms in relation to an author's presentation of a character.

34. State the importance of <u>conflict</u> in literature.

35. List the three basic types of conflict which confront man.

36. Identify the importances of conflict as it relates to characterization.

37. State the importance of dialogue in the development of characterization.

38. List the ways in which dialogue may be used to develop a character.

39. Define the following terms and state their importance in the development of a character:

    motivation tragic flaw

    force tragic face

    movement

LEVEL OBJECTIVE

THE STUDENT WILL BE ABLE TO INCREASE HIS KNOWLEDGE OF THE FUNCTIONS OF PLOT AND CHARACTER IN A NOVEL BY COMPLETING THE FOLLOWING LEVEL ACCEPTABLE ACCORDING TO THE TEACHER'S JUDGMENT.

I. Plot

Objective #1: The student will display knowledge of the terms: plot, protagonist, antagonist, plot line, anti-hero, character, situation, episode, climax, resolution, and conflict by completing the following suggested activities as measured by teacher observation and/or teacher-made tests.

Activities:

1. Suggest everyday situations in which the indicated terms are used or illustrated.

2. Jot down the key elements of an interesting television drama or movie recently viewed.

3. In group discussion, devise a number of real life experiences in which one or more persons are involved. Rule play the persons involved in these experiences. Respond to one or more of the problems raised in such experiences.

Objective #2: The student will increase comprehension of the kinds of "action"---physical, mental, emotional, spiritual, and verbal--which an author creates in any given novel by completing the following suggested activities as measured by teacher observation and/or teacher-made tests.

Activities:

4. Given the verbs "know," "feel," and "believe," discuss the variety of meanings the terms suggest.

5. Point out well-known television drama or movie personalities whose most characteristic actions are physical, mental, emotional, spiritual, or verbal, specifying which of these actions are usually associated with the particular personality.

6. Select a character from a given novel and determine the kinds of action which he or she exhibits and is exposed to.

7. Discuss people who act on what they "know," on what they "feel," on what they "believe."

Objective #3: The student will analyze the interplay of physical action, mental action, emotional action, spiritual action, and verbal action in and upon the lives of a given character or characters in a novel by completing the following suggested activities as measured by teacher observations and/or teacher-made tests.

Activities:

8. Given a novel, identify and discuss examples of important physical, mental, emotional, spiritual, and verbal action.

9. Given an appropriate book, read aloud pre-chosen sections that illustrate a given type of action. Be as dramatic as possible.

Objective #4: The student will display comprehension of the fact that the plot of a novel is generally based on conflict by completing the following suggested activities as measured by teacher observation and/or teacher-made tests.

Activities:

10. View a given picture of a scene free of conflict; then view a scene with conflict. Respond to the two scenes in terms of interest.

    a. Write a fable or rewrite an "oldie" in present day terms. Point out the morals showing how the "problems" were solved.

    b. Use a newspaper story or a "Dear Abby" situation as above.

    c. Identify such conflict in school activities such as student council elections and campaigns.

11. Explain the statement: "No 'good' news is news in the news media." (News thrives best on "conflict;" Hence, an absence of conflict is not good).

12. Read aloud--several carefully chosen fables. Point out these conflict aspects of the plot.

13. Discuss in a group the topic: "everyone has goals." Identify the possible conflict between one person's goal and another person's goal.

Objective #5: The student will display comprehension of the different kinds of conflicts the protagonist may experience by completing the following suggested activities as measured by teacher observation and/or teacher-made tests.

Activities:

14. Select pictures of contemporary events portraying different kinds of conflict. (A scene of an athletic event would be excellent in showing man as an antagonist.

15. Select films or slides to be used as in activity 14.

16. Suggest elements of political campaigns which provide situations showing society as an antagonist.

17. Cite natural disasters to show fate, destiny, or supernatural forces as antagonists.

18. Describe two astronauts on a moon exploration mission, either simulated or drawn from recorded missions, to illustrate each type of conflict.

19. Select a book of the appropriate level and identify the conflict experienced by a protagonist.

20. Research the various plot forms of earlier literary periods. Share such findings as oral reports.

Objective #6: The student will display comprehension of the technique of dramatic tension in a novel by completing the following suggested activities as measured by teacher observation and/or teacher-made tests.

Activities:

21. Create montages (drawings or pictures) portraying the key conflicts of the plot of a given novel progressing to their resolution. Place them in correct sequence and justaposition, discussing and interpreting the author's purpose for doing so.

22. Point out the key convlicts of the plot of a given novel in such a way as to reveal their progression to a resolution. Place them in correct sequence and justaposition, discussing and interpreting the author's purpose for doing so.

23. Given a novel, select a number of places where dramatic tension seems effective and explain how the author achieved it.

Objective #7: The student will increase in comprehension of the fact that an author may combine several plot lines into a single novel as indicated by his being able to discuss in class or in teacher-made tests, the concepts of major plot, subplot, double plot, and multiple plot. This may be achieved by completing the following suggested activities, the choice and number to be decided by the teacher.

Activities:

24. Construct montages with other students illustrating different story lines in the plot. Display them for the class's consideration. Decide upon how to classify them according to importance.

25. Parallel the lives of characters in a story to those in an average family.

26. Compose plot lines for an origianl story.

27. Given a novel isolate each significant plot line. Then label each according to its importance.

28. Explain the structure of an intricate plot of a given novel.

Objective #8: The student will respond positively to the fact that a novelist sometimes poses complex problems, reflecting contrasting values in society, for which he will provide no positive immediate solution as measured by performing one of the following suggested activities which deal with a controversial issue in a manner acceptable to the teacher. Evaluation will be by teacher observation and/or teacher-student critique.

Activities:

29.a) Be prepared to offer opinions in group discussion on certain key issues of life and the world in general. (The parallel between the class's inability or difficulty in achieving consensus on these issues and the author's aims and his difficulties should be obvious.)

b) Do research in the media center exploring the differences in the plots of 19th and 20th century novels. Present a comprehensive report of the findings.

30. After reading a novel dealing with a controversal issue, explain the author's approach to the problem, conclusions, and your reaction to them.

31. Select a novel written by an Afro-American (or a person from another ethnic monority) which deals with a controversial issue. Explain the author's approach to the problem, his apparent conclusions, and your reaction to them.

Objective #9: The student will analyze the manner of which an author has employed the elements of a given plot to ahcieve a certain purpose(s), and the degree to which he has succeeded as measured by teacher-made tests.

Activities:

32. Following a general group discussion of the plot of a given novel, discuss the resolution of the plot and suggest its significance.

33. Participate in a seminar in which these questions may be addressed.

Objective #10: The student will analyze the values, thoughts, and ideas expressed by the author in a given novel as measured by teacher judgment and/or teacher-made tests.

Activities:

34. Given a novel, write an essay analyzing the author's main ideas. Support or refute his thoughts, citing evidence from the novel, your own views, or other evidence.

35. Given an oral or written report based on research on a given author, describing his beliefs as critics have judged them to be as reflected in his other works. Offer your own judgments about the author's beliefs.

36. Participate in a seminar in which these objectives will be discussed.

37. Summarize the opinions offered during the seminar in outline form.

Objective #11: The student will increase in comprehension of how the author uses the setting or locale of the action to promote, reinforce, or complement the unfolding of the plot in a given novel by completing the following suggested activities as measured by teacher judgment and/or teacher-made tests.

Activities:

38. Select a number of specific phases of the action of a given novel. Then identify the important aspects or features of the environment in which the action takes place.

39. Identify the importance of the scenery of a play to an appreciation of the dialogue. Compare the way the scenery of a play functions with the way setting functions in a novel.

Objective #12: The student will increase in comprehension of the importance of suspense as an element of power in the plot and demonstrate ability to describe methods the author uses to create suspense by completing the following suggested activities as measured by teacher judgment and/or teacher-made tests.

Activities:

40. View a sequence of scenes on transparencies for the overhead projector.

41. With teacher assistance, select episodes from one or more novels containing suspense and determine the method(s) the author uses to achieve this suspense.

42. Consult texts in the media center describing the art of writing fiction, focusing upon the sections dealing ith suspense, and present a report to the class.

Objective #13: The student will increase in comprehension of an author's use of surprise as an element of power in the plot of a novel by completing the following suggested activities as measured by teacher judgment and/or teacher-made tests.

Activities:

43. View a sequence of scenes on transparencies for the overhead projector.

44. In a given novel select the points at which the author employs surprise as an element in the plot. Explain the impact its use has upon the events of the story.

Objective #14: The student will increase in comprehension of an author's use of irony in its various forms by completing the following suggested activities as measured by teacher judgment and/or teacher-made tests.

Activities:

45. Select several fables for illustrating irony.

46. a) Select cartoons to illustrate irony.

    b) Cite selected indidents and dialogue from a given novel for further insights on irony; or, again, real life situations with unexpected results.

47. Use blownup or enlarged pictures of optical illusions to indicate the basic idea of irony: a diserepaney between appearance and reality. If possible, prepare them for projection on the overhead projector.

48. Use illustrations on transparencies for illustrating both irony of situation and dramatic irony.

49. From a given novel select three examples of dramatic irony and three examples of verbal irony, and explain their use by the author.

Objective #15: The student will increase in comprehension of an author's use of intrigue by completing the following suggested activities as measured by teacher judgment and/or teacher-made tests.

Activities:

50. Utilize a series of teacher-prepared transparencies depicting elements of intrigue. (A talented student would be willing to draw the scenes according to the teacher's "script" or montage.)

51. a) Identify intrigue in T.V. shows, especially mysteries or detective shows.

    b) Be prepared to discuss student experiences for further examples of intrigue.

52. From a given novel, trace the set of events which constitute an intrigue, and describe the outcome.

Objective #16: The student will increase in comprehension of an author's use of foreshadowowing, by completing the following suggested activities as measured by teacher judgment and/or teacher-made tests.

Activities:

53. In group discussion with teacher guidance, identify verbal signals for foreshadowing.

54. Cite examples of how movies and television drama signal these episodes by a fadeout or a shimmering screen.

55. In given stories, identify and discuss the author's use of this device.

Objective #17: The student will increase in comprehension of an author's use of the flashback by completing the following suggested activities as measured by teacher judgment and/or teacher-made tests.

Activities:

56. In group discussion with teacher guidance, identify the verbal signals for the flashback.

57. Cite examples of how movies and television drama signal these episodes by a fadeout or a shimmering screen.

58. In a given story students may identify and discuss the author's use of the flashback.

II. Character

Objective #18: The student will increase in comprehension of the fact that a novelist's aim should be to create characters who emerge with potential for good and bad, who take on form as individuals, and who are capable of evoking the sympathy of the reader. This may be achieved by completing the following suggested activities as measured by teacher judgment and/or teacher-made tests.

Activities:

59. Underexposed, overexposed, or double-exposed photographs might be used to explain the principle of individualization of character.

60. Identify the relationship between credibility of characters and the reader's interest by making a comparison between a person's interest in viewing amateur performances in acting or in some athletic event and his interest in viewing a skillful professional performance of the same event.

Objective #19: The student will increase in comprehension of the fact that a plot may have characters other than people by completing the following suggested activities as measured by teacher judgment and/or teacher-made tests.

Activities:

61. Describe "characters" in television shows featuring animals, such as, "Lassie," "Mr. Ed," "Flipper," "Gentle Ben," and others.

62. Identify characters in fables and myths.

63. Describe characters found in certain novels that are in this category. For example, Animal Farm, The Old Man and Sea, Moby Dick.

64. Identify the main characters in a novel featuring animals as characters. Tell why the author uses animals to help communicate his message.

Objective #20: The student will increase in comprehension of the fact that the values a character holds provide the main key to an insight into his behavior, that a con-

flict is always between two values or among several, and that an individual resolves each conflict by choosing the solution which gives him the greatest satisfaction at the moment. These learnings will be gained by completing the following suggested activities as measured by the teacher judgment or teacher-made tests.

Activities:

65. In group or panel discussion, identify how values influence behavior.

66. Select several well-known plots (fables may again be used to good advantage) and discuss the conflicts in terms of the values the characters espouse and the basis upon which they were resolved.

67. Given a novel, discuss orally or in writing the major and minor conflicts in terms of the values held by the competing characters and the basis upon which they are resolved.

Objective #21: The student will analyze the individualized character as contrasted to the stock or stereotyped character by completing the following suggested activities as measured by teacher judgment and/or teacher-made tests.

Activities:

68. Identify some of the stock or stereotype characters of television or the movies.

69. Research stock characters in various literary periods.

70. Identify the common stock or stereotype characters of present and recent novels.

71. Participate as a member of a panel on the quality of characterization achieved by the author for the chief, major, and minor characters of a given novel.

Objective #22: The student will increase in comprehension of the fact that not every plot will have a clearly identifiable protagonist, or hero with whom his sympathies should lie by completing the following suggested activities as

measured by teacher judgment and/or teacher-made tests.

Activities:

72. Identify prominent individuals whose actions are frequently controversial; for instance, the President, a school principal, a manager or coach of an athletic team, a policeman, a student leader. Pose hypothetical problems for each, alternative or different solutions, and the reactions of the "public" to each of the "protagonist."

73. Select a story containing such a circumstance and describe the elements involved in a determination of the "hero."

74. Use comic book heroes or T.V. heroes as the basis for a discussion. Refer also to "tall tale" heroes. Use concept of anti-hero in this context.

75. Write a short story in which the main conflict involves two central characters, both of whom might be regarded as heroes by different readers.

76. Given a novel the main plot of which involves two central characters, both of whom might be regarded as heroes by different readers, explain the circumstances that cause this difficulty.

Objective #23: The student will increase in comprehension of the fact that he must look objectively at characters and ideas, both those he likes and those he does not like by completing the following suggested activities as measured teacher judgment and/or teacher-made tests.

Activities:

77. Recall situations (or personal experiences) in which some individual was treated unfairly because the person who settled the matter showed favoritism toward one of the parties involved. Apply this to plot situations and the reader's role relative to the protagonist and antagonist.

78. Note the role of a judge in conducting fair and impartial court procedure to insure objective consideration of contending parties' testimony. Make suitable application of this situation.

79. Discuss the thesis that a person's estimation of himself is almost always respectable.

80. Given a specific novel with a chief character whose behavior and thoughts you are opposed to, write an objective analysis of the motivation underlying his conduct.

Objective #24: The student will analyze whether the pattern of behavior of a given character is consistent with the impression of him established by the author by completing the following suggested activities as measured by teacher judgment and/or teacher-made tests.

Activities:

81. Discuss the question: "Can a leopard change his spots?"

82. Choose a major character and list his most significant actions. Then decide if any of them is inconsistent with the others and, if so, suggest the reason why.

Objective #25: The student will analyze the situations and episodes in which a character is placed and infer from his behavior the traits he posseses by completing the following suggested activities as measured by teacher judgment and/or teacher-made tests.

83. Discussion: "How do you choose (judge) your friends?"

84. Write an original fable or parable to illustrate a particular character trait.

85. Choose a major and a minor character from a given novel; indicate their significant actions, and then deduce their character traits from such actions.

LEVEL OBJECTIVE

THE STUDENT WILL BE ABLE TO ANALYZE A NOVEL CRITICALLY BY COMPLETING THE FOLLOWING LEVEL.

Objective #1: The student will display comprehension of the elements or factors which motivate a given character of a novel by completing the following suggested activities as measured by teacher observation and/or teacher judgment.

Activities:

1. Analyze, orally, the behavior of a well-known television movie character.

2. In a group discussion (or as an individual student) chooses a given character. First points out his significant actions; then determine all factors which he believes contributed to his behavior.

3. Expresses individual insights into the author's purpose for writing a given novel. Be prepared to support such views.

4. Writes a character analysis of a major or minor character in a novel.

Objective #2: The student will analyze the degree of consistency between the motivations and behavior of a given character by completing the following suggested activities as measured by teacher observation and/or teacher-made tests.

Activities:

5. Discuss in a group, with the teacher as a guide, the meaning of "credibility" as the degree to which a given event is the predictable outcome of a promise or expectation. Describe the credibility of various familiar experiences, such as, parental behavior, their friends actions, the performance of outstanding athletes, the actions of T.V. personalities, and similar examples.

6. List the major actions - physical, mental, and verbal - of a given character and analyzes them in terms of their consistency.

7. Describe persons in real life whose behavior seems similar to that of a given character. (These real life persons may indeed perform actions which are seemingly inconsistent with the expectations of those who thought they knew them very well.)

8. Write or give orally an analysis of the main character of a given novel, pointing out any elements that seem inconsistent with his motivations or with human nature as we know it.

Objective #3: The student will analyze the elements which motivate a given character and determine whether they are clear, adequate, and probable under the given circumstances by completing the following suggested activities as measured by teacher observation and/or teacher-made tests.

Activities:

9. In a group discussion (or as an individual student) chooses a given character. After he has isolated the factors which contributed to his behavior, he then judges them in terms of clearness, adquacy, and probability.

10. Perform the preceding activity as a written exercise.

Objective #4: The student will analyze the plot of a given novel and determine whether it is consistent in terms of its development and in terms of the characters involved by completing the following suggested activities as measured by teacher observation and/or teacher-made tests.

Activities:

11. Illustrate the concept of consistency by pointing out the fact that manufacturers of appliances and cars recommend replacing defective parts of their products with their own replacement parts in order to insure smooth operation. (This proper fitting of parts in mechanical things can be compared to the elements of a plot.)

12. Isolate all of the significant elements of the plot of a given novel, considering their relationships to each other and the consequences flowing from various actions, circumstances, and events. This may be done orally or written.

Objective #5: The student will increase his knowledge of the terms "realism," "idealism," "utopianism," and "romanticism" through teacher lectures, research in the media center, and class discussion as measured by teacher observation and/or teacher-made tests.

Activities:

13. Select suitable passages from representative novels of each of the types noted in objective #5 and point out the major characteristics of each style of writing.

14. Cite contemporary movements in American society expressing any characteristics of these "views" of life.

Objective #6: The student will analyze the plot of a given novel in terms of whether it is consistent with life as we perceive it by completing the following suggested activities as measured by teacher observation and/or teacher-made tests.

Activities:

15. In group discussion, with the teacher as a guide, discuss situations in which all people do not perceive life in the same way. (A novelist will portray life from his bias or perspective.)

16. Discuss and analyze theplot of a given novel in terms of causes and effects, the relation of character to fate, and the role of chance, coincidence, or accident.

Objective #7: The student will analyze the basis for and the degree of the dramatic power of a given novel by discussing the elements of plot, characterization, style, and theme identifying those which contribute to the dramatic power of the novel as measured by teacher observation and/or teacher-made tests.

Objective #8: The student will respond to the dramatic power of a given novel by reacting positively or negatively in class discussion as measured by teacher observation and/or teacher-made tests.

Objective #9: The student will display comprehension of the central idea, theme, or underlying philosophy of a given novel by completing the following suggested activities as measured by teacher observation and/or teacher-made tests.

Activities:

17. Select a popular movie or television drama and state the main idea or theme of the story.

18. Decide what the title of a given novel means.

19. Suggest possible themes of a given novel giving reasons for thinking so.

Objective #10: The student will display a value for the central idea, theme, or underlying philosophy of a given novel by reacting positively or negatively in class discussion as measured by teacher observation and/or teacher-made tests.

Objective #11: The student will evaluate the psychological impact the ideas and actions developed in a given novel will have upon himself and the effect they might have upon others as measured by teacher observation.

Activities:

20. Name certain books that have had great impact upon social conditions in the world.

21. Cite a television show that has a satirical strain and offer views as to the psychological impact of the ideas and actions upon the viewers.

22. Identify the kinds of reactions that might be expected in certain human situations or experiences; for example, hatred, tragedy, sorrow, love, conflict, courage, heroism, disappointment, humor, war, etc. Name some novels in which these situations or experiences were strongly developed.

23. State several of the main ideas derived from a given novel and consider their possible impact upon readers.

24. State as clearly as you can the author's purpose in writing a given novel, and estimate the relative impact his work is likely to have upon his readers.

Objective #12: The student will display characterization by internalizing through reading the psychological impact of the ideas and actions developed in a given novel as measured by teacher observation and/or teacher-made tests.

Objective #13: The student will increase comprehension of the elements of the setting of a given novel by completing the following suggested activities as measured by teacher observation and/or teacher-made tests.

Activities:

25. a. Visualize a plot for a novel set in the local community. Suggest as many distinct elements of setting as possible.

    b. Discuss the setting of a given novel and evaluate its effectiveness.

26. Accept an assignment of various "locales" for a theoretical novel and suggest details or features that might fit into them.

27. Display the reality of the inner world of the minds of individuals as contrasted to the reality of the external world. Note the phenomena of daydreaming, fantasizing, hallucinating, and paranoia that some people exhibit.

Objective #14: The student will analyze the effectiveness of the elements of the setting of a given novel by identifying the significant elements of the setting and discussing their relative effectiveness as measured by teacher observation and/or teacher-made tests.

Objective #15: The student will analyze the style of a given novel by completing the following suggested exercises as measured by teacher observation and/or teacher-made tests.

Activities:

28. Given possible categories or descriptive headings under which the style of a given novel might be placed. Note the characteristics common to that type of novel. Apply these characteristics through class discussion and/or teacher-made tests.

29. Analyze a given novel in terms of its appropriateness to the subject matter, diction, clearness, and tone.

30. Study the style of a given author, doing research as necessary.

31. Compare characteristics of novels of various literary periods. (The media center will provide numerous sources for this information.)

Objective #16: The student will display comprehension of the major purpose or purposes of an author in a given novel by completing the following suggested activities as measured by teacher observation and/or teacher-made tests.

Activities:

32. Do research in the media center on the writer's life searching for those factors that might have influenced his outlook on life.

33. View given films that dramatize and elucidate the background of the writer.

34. Express individual insights into the author's purpose for writing a given novel. Be prepared to support such views.

Objective #17: The student will evaluate the degree of success (or failure) of a given novelist in achieving his objective in a given novel as measured by teacher observation and/or teacher-made tests.

Objective #18: The student will respond positively or negatively to what is construed to be the purpose of a given novelist's work as measured by teacher observation and/or teacher-made tests.

Objective #19: The student will evaluate the ideas set forth in a given novel with tolerance even though they may not be in harmony with his won by completing the following suggested activities as measured by teacher observation and/or teacher-made tests.

Activities:

35. Describe a reaction to ideas, views, or opinions that you do not agree with. Isolate some of these ideas and observe how many others in the goup support these ideas and how many oppose them.

36. Discuss in detail some ideas in a given novel that you are in strong disagreement with. Elaborate, fully, the rationale that the author sets forth to support these ideas.

Objective #20: The student will display a value for ideas set forth in a given novel as measured by teacher observation and/or teacher-made tests.

Objective #21: The student will evaluate a novel with an awareness of the difference between merely liking or not liking a piece of literature and fairly judging its excellence and its defects.

Activities:

37. Suggest analogies of things many people have a dislike for but which nevertheless have an excellence expecially related to their function; for instance, many people do not like sankes, certain jungle cats, or other wild creatures; yet they would also probably agree that these are splendid specimens of wild animals. A similar point of view should be taken toward works of literature and other forms of art.

38. The teacher will utilize models or representations of disliked objects to heighten visual force of feelings toward the objects.

39. Explain why you dislike a particular novel, but include in your discussion an estimate of the overall merits of the work.

Objective #22: The student will display a value for the worth of a given novel by fairly judging its excellence and its defects as measured by teacher observation and/or teacher-made tests.

Objective #23: The student will evaluate the beauty, sincerity, and the problems involved in creative literature, and of the skill and courage displayed in solving these problems.

Activities:

40. Suggest a skill or vocation about which you have. Suggest one person whom is very good or superior in the practice of this skill. Select one (or more) of the best examples of his work.

41. The teacher will utilize actual objects or models of the products of some of the artisans' skill to heighten the visual force of the illustrations.

42. Arrange with the teacher for individual artists to visit the class and lecture or discuss their art and aspects of appreciating it.

43. Write a comprehensive appraisal of a given novel, listing its merits and lack of merit as a work of art.

Objective #24: The student will display a value for the beauty, sincerity, and the problems involved in creative literature, and of the skill and courage displayed in solving these problems as measured by teacher observation and/or teacher-made tests.

LEVEL OBJECTIVE

THE STUDENT WILL INCREASE HIS KNOWLEDGE OF THE SHORT STORY AS A LITERARY FORM BY SATISFACTORILY COMPLETING THE FOLLOWING LEVEL.

I. The Nature of the Short Story

Objective #1: The student will increase his comprehension of the basis of appeal of the short story by completing the following suggested activities as measured by teacher observation and/or teacher-made tests.

Activities:

1. Suggest own ideas as to why the short story is a popular literary form.

2. Discuss the reasons why short stories are entertaining to many people.

3. Introduce students to the wide range of types or kinds of short stories there are, stressing the appeal they can make to a wide variety of reading tests.

Objective #2: The student will comprehend a basic definition of the short story by completing the following suggested activities as measured by teacher observation and/or teacher-made tests.

Activities:

4. Engage in group discussion to grasp the concept of a narrative by having individual students relate orally in as interesting a manner as possible true incidents they have experienced or know of. Identify introductions, situations, incidents, problems, endings, or any other elements felt necessary to an understanding of the scope and ingredients of the short story.

5. Bring a short story to class. Observe the different lengths of those from magazines, anthologies, digests, etc. Recognize the flexibility of lengths of short stories.

6. Classify the sample short stories as: mystery, detective, terror, character analysis, incident, surprise, etc.

Objective #3: The student will comprehend the relationship of the nature of the short story to the approach of the writer.

Activities:

7. Discuss how the length of a short story might affec a writer's approach to the narration of his story.

8. Given various aspects of the narrative: plot, characterization, conflict; discuss possible ways that various authors might handle them within the framework of the short story. Recognize the restraints placed upon the short story writer.

9. Cite some striking or memorable short stories which contain unique treatment by the writer of any of the aspects of short story craftsmanship and describe the writer's techniques.

II. Ingredients of the Short Story

Objective #4: The student will display knowledge of the terms plot, character, setting, protagonist, antagonist, hero, anti-hero, point of view, action, crisis, climax, accident, struggle, complication, outcome, theme, ending, moral, suspense, irony, foreshadowing, flashback, and fate by completing the following suggested activities as measured by teacher observation and/or teacher-made tests.

Activities:

10. In group discussion with the teacher as a guide, suggest situations in which the indicated terms are used or illustrated. Explain the meanings of each term they have used.

11. Graphically portray each of the terms. Choose scenarios that illustrate the terms. Teacher guidance should provide accuracy to the illustrations. Graphics can be reproduced on transparencies for showing on the overhead projector, or they may be reproduced as a series of posters, given identifying labels, and mounted in the classroom.

12. Optional: film events that will illustrate some of these terms.

13. Use available commercially prepared transparencies to grasp the meanings of these terms.

14. Obtain appropriate audio-visual materials from the media center.

15. Research the terms in resource books.

16. Write short stories to be read in class. The teacher may then lead the students into constructive analysis of them, pointing out as many of the elements of the short story as possible.

III. Critical Appreciation of the Short Story

Objective #5: The student will display comprehension of the problem the author has posed in a given short story by completing the following suggested activity as measured by teacher observation and/or teacher-made tests.

Activity:

17. In class discussion consider the central problem developed in the plot of a given short story. Also, discuss any subsidiary problems in the narrative.

Objective #6: The student will evaluate how well the writer of a short story has solved the problem he posed in the narrative by completing the following suggested activity as measured by teacher observation and/or teacher-made tests.

Activity:

18. In a class discussion consider the way the writer of a short story has resolved the problem he posed in the narrative, in terms of its logical development.

Objective #7: The student will analyze the effectiveness of the portrayal of characters in a given short story by completing the following suggested activities as measured by teacher observation and/or teacher-made tests.

Activities:

19. Underexposed, overexposed, or doubleexposed photographs might be used to explain the principle of individualization of character.

20. The relationship between credibility of characters and the reader's interest can be shown by making a comparison between a person's interest in viewing amateur performances in acting or in some athletic event and his interest in viewing a skillful professional performance of the same event.

Objective #8: The student will respond to the ideas and events of a given short story in terms of his overall impact upon his thinking by completing the following suggested activity as measured by teacher observation and/or teacher-made tests.

Activity:

21. Express orally or in a written essay the reaction to the ideas and events developed in a given short story.

Objective #9: The student will evaluate the significance of the theme of a given short story in terms of its relevance to life by completing the following suggested activity as measured by teacher observation and/or teacher-made tests.

Activity:

22. Express what is construed to be the theme of a given short story and its significance in terms of its relevance for life.

Objective #10: The student will display a value for the central puspose for which a short story was written as indicated by teacher observation and/or teacher-made tests.

Objective #11: The student will evaluate the artistic technique of the writer of a given short story by completing the following suggested activities as measured by teacher observation and/or teacher-made tests.

Activities:

23. Refer to the elements of the short story defined in objective #4. Identify the technical qualities of each of them as developed in a given short story.

24. As a member of a class group accept an assignment of some aspect of the short story. Analyze it from a technical point of view and report findings to the rest of the class.

25. Compare the styles of two short stories by different writers, which treat the same theme.

26. Compare the styles of several short stories by the same writer.

LEVEL OBJECTIVE

THE STUDENT WILL DISPLAY KNOWLEDGE OF THE PERIODS OF DEVELOPMENT IN ENGLISH LETERATURE BY COMPLETING THE FOLLOWING SUGGESTED ACTIVITIES AS MEASURED BY TEACHER OBSERVATION AND/OR TEACHER-MADE TESTS.

Activities:

1. Investigate the characteristics of literature found in the following periods of development:

a.	Old English	488-1100
b.	Middle English	1350-1500
c.	The Renaissance	1500-1660
d.	Elizabethan Age	1558-1603
e.	Jacobean Age	1603-1625
f.	Colonial Period	1607-1765
g.	Caroline Age	1625-1649
h.	Commonwealth	1649-1660
i.	Neo-Classical	1660-1798
j.	Restoration	1660-1700
k.	Augustan Age	1700-1750
l.	Age of Johnson	1750-1798
m.	Revolutionary Age	1765-1790
n.	Federalist Age	1790-1830
o.	Romantic Period	1798-1870
p.	Amer. Romantic Period	1830-1865
q.	Early Victorian Age	1832-1870
r.	Late Victorian Age	1870-1901
s.	Realistic Period	1870-1914

t. Amer. Naturalistic Pd. 1900-1930

u. Edwardian Age 1901-1914

v. Contemporary Period 1914-

w. Modern Period 1946-

2. List the identifying characteristions of any of the above periods.

3. Name at least five authors representative of any specified period.

4. Compare the characteristics of any given period with those of another.

5. Examine any filmstrip available noting pertinent information relative to their specified period or periods.

6. Discuss arrangements with the teacher to invite college personnel who are experts in a given period in order to gather further information about the period.

7. Talk to a Social Studies Teacher in the school in order to obtain information as to the history and culture of a given period which might have influenced the writing of the period. Report the findings back to the class.

8. Prepare a report on a specified period of literature containing complete information on the period and the effects of historical occurrences upon the writing to be found in this period. List no less than five authors representing a specified period.

LEVEL OBJECTIVE 1

THE STUDENT WILL COMPREHEND EFFECTIVE COMMUNICATION THROUGH SOCIAL LETTERS AS EVALUATED BY THE TEACHER.

LEVEL OBJECTIVE 2

THE STUDENT WILL RECEIVE KNOWLEDGE OF WHEN SOCIAL LETTERS ARE APPROPRIATE AS MEASURED BY HIS RESPONSE POSED BY TEACHER-PRESENTED PROBLEMS.

Activities:

1. Compare the importance of different information that could have been included in a heading.

   ex. time, date, address, name, etc.

2. Choose what information must be given in a heading.

   ex. date and address (sometimes date only).

3. Write a heading using correct form, content, and placement.

4. State either under which conditions or what type of letter does not use the standard heading.

   ex. just date for close friend, informal notes on small-size stationery, engraved or printed social stationery.

5. Write headings using correct content, form, and placement for different types of social letters, with special emphasis placed on how to handle the small informal notes and printed or engraved stationery.

6. Differentiate between many different salutations by explaining relationships necessary and the atmosphere created.

7. Locate the position of the salutation.

8. Write salutations using titles, (ex. married woman, divorce, widow, clergyman, major, judge, etc...).

9. Write salutations to fit every relationship and to create different atmospheres.

10. Differentiate among several given closings by explaining the varying degree of friendship for the different closings as well as the informal or formal atmosphere they create.

11. Cite the position of the closing.

12. Write colsings to fit varying degrees of relationship and to fit different relationships.

13. Explain how the body of a letter is to be positioned on the page (indentation, margin, etc...)

14. Explain how the pages are numbered when this is appropriate.

15. Write a letter employing the correct physical form for all 5 parts of the letter including margins and indentation.

16. Write an example of the informal conversational style and the formal style and explain when each style should be used.

17. Write a letter in theinformal conversational style and in the formal style when given specific conditions and/or relationships.

18. Write a letter involving the reader by asking questions and relating to him.

19. Write a letter following criteria outlined below suiting the atmosphere and relationship when conditions or situations are given.

    a. correct form (indentation, margin)

    b. correct content (information in heading-correct salutation for relationship and correct closing for relationship and condition; correct atmosphere for the body; clear writing and expression of intent containing all essential information.)

    c. correct style (reflect personality. avoidance of confusing language; courteous (avoid tactlessness, egotism, inappropriate language) neat (avoid erasures, cross-outs, overprints, unbalanced margins) friendly (avoid ridicule, sarcasm, etc...)

20. Determine what is to be included in an informal or formal invitation (date,time, place, nature of occasion).

21. Determine how much time should be allowed for mailing and response of a formal invitation. Write a formal invitation containing all necessary information with date stated for intended mailing.

22. Determine what is to be included in a response to an invitation.

    a. appreciation

    b. repeat time, place, etc...or when declining state regret and explanation.

23. Determine when a response should be sent. Write a response to an invitation when given conditions. (All necessary information must be included.)

24. Write letters of congratulation

    " " " sympathy

    " " " condolence

    " " " Thank-you letters and Acknowledgments

    " " " apology

    " " " love

    " " " introduction.

25. In each of the above letters the learner should be able to determine what the letter should contain and in what form and style it should be written to satisfy different conditions and relationships.

26. Demonstrate his ability to write such letters which satisfy different conditions and relationships.

27. Given conditions, situation, and relationships the learner should be able to write any friendly letter employing the correct form and style and containing all necessary information.

Objective #1: The student will display knowledge of the facts which are logically pertinent to a given argument as measured by a teacher-made test.

Activities:

1. Choose the better written argument when confronted with different arguments on a given topic.
2. Complete an argument that has been begun for him on a topic of which he is familiar.
3. Select those parts of a written argument which are beneficial from those that are detrimental when confronted with an argument for a subject of which he is familiar.
4. Follow directions for writing an argument which has already been begun.
5. List the points that should be mentioned in an argument for a subject of which he is familiar.
6. List the given statements to be mentioned in a logical sequence in a competition situation, good points or bad points, on a familiar topic immediately after someone mentions or writes a similar point.
7. List 90% of the characteristics discovered by the class for a good argument.
8. Compare, in verbal explanation, the importance of certain points for their value in a given argument.
9. Explain, orally, what constitutes a good argument.
10. Expand or improve an argument already begun for him.
11. Recognize a statement supported with fact from one that is not in both those subjects with which he is familiar and those subjects in which he is not.
12. Estimate the validity of a point of "fact" in an argument on a subject with which he is familiar, then on a subject with which he is not.

Objective #2: The student will display a comprehension of the points of argumentative discussion which serve to persuade the listener both logically and emotionally as demonstrated in teacher-student critique.

Activities:

13. Discriminate opinion from fact on a subject he is familiar with, then on a subject of which he is not.

14. Recognize use of references to other authorities.

15. Recognize an appeal to psychological factors.

16. Recognize methods of holding attention.

17. Recognize use of examples or incidents.

18. Recognize different uses of tone.

19. Recognize methods of comparing and contrasting.

20. Recognize those statements which appeal to the emotions rather than logic in subjects he is familiar with and subjects of which he is not.

21. Recognize those statements which are misleading due to faulty, reasoning, lack of information, or inaccurate information on subjects he is familiar with and subjects of which he is not.

22. Outline an argument by mentioning the points and facts to be used which would demonstrate his ability to apply, to an acceptable level, the qualities of a good argument in subjects he is familiar with and subjects of which he is not.

23. Outline an argument by mentioning the statements and facts to be used which would demonstrate his ability to recognize the use of: (1) statements which appeal to the emotions, (2) statements which are misleading due to faulty reasoning, lack of information, and inaccurate information on subjects he is familiar with and subjects of which he is not.

24. Write, in an original composition, a persuasive argument based on acceptable outline or plan developed in the previous objectives concerning a subject of which he is originally familiar, to be followed by subjects of which he will familiarize himself.

25. Discuss arguments written by others on the basis of organization, presentation, persuasion, proper use of fact, emotion, reasoning, accurate information.

26. Analyze arguments on the basis discussed by the class.

27. Combine and organize seperate arguments on the same subject into one persuasive argument employing the persuasive statements of each.

28. Evaluate arguments by the criteria discussed in class and suggest specific improvements.

Objective #3: The student will apply knowledge of argumentative techniques to given topics measured by the effect of such arguments on classmates.

LEVEL OBJECTIVE

THE STUDENT WILL APPLY TECHNIQUES OF EFFECTIVE WRITING IN A VARIETY OF WRITING ASSIGNEMENTS BY PARTICIPATION IN THE FOLLOWING LEVEL. EVALUATION WILL BE MADE ON THE BASIS OF CRITERIA STATED OR IMPLIED IN THESE AND OTHER TEACHER SUGGESTED ACTIVITIES AND STUDENT/TEACHER CRITIQUES.

I. Preparing to Write

Objective #1: The student will comprehend the characteristics of an effective paragraph as outlined in the following suggested activities. Evaluation will be teacher judgment.

Activities:

1. Select and use detail which will achieve a unified descriptive paragraph.
2. Apply the methods of paragraph development to writing.
3. Write a clear and vivid paragraph describing a person, place, object, or scene.
4. Define and identify the five types of sensory details.
5. Write examples using specific details for each of the five senses.
6. Write a paragraph describing a place or scene in which sensory details are used to develop a main idea.
7. Create a specific impression about a person by using selected details.
8. Accurately describe an object by showing attributes such as size, shape, weight, color.
9. Describe a scene, character, or situation in a subjective and/or objective manner and explain the reasons for each choice.
10. Write a paragraph relying primarily on one sense for the supporting details.
11. Show the relationship between the location of objects and relate them to things found at a distance.

12. Write a paragraph in which the speaker moves from place to place showing how objects appear to change due to the speaker's distance from them.

13. Organize details to provide emphasis of some point in the description.

14. Emphasize an attribute or characteristic by exaggerating it.

II. Exposition

Objective #2: The student will comprehend the principles of expository writing as outlined in the following suggested activities. Evaluation will be by teacher judgment.

Activities:

15. Organize factual information and present it clearly and coherently.

16. Perform the following in a multi-paragraph expository essay:

    a. introduce the topic in the first paragraph

    b. extend and develop the topic in succeeding paragraphs

    c. use transitional elements to achieve unity between ideas and paragraphs

    d. summarize and/or draw conclusions in the final paragraph

17. Analyze an idea, a concept, or an object by organizing the paragraphs according to the components or ingredients of the topic.

18. Explain a process by stating the procedure in an orderly and logical fashion.

19. Make a comparison by using either of two methods: emphasize of the similarities or the differences of the subjects.

20. Use analogy in order to attain clarity in expository writing.

21. Use a variety of techniques in developing an expository essay.

III. Writing the Essay

Objective #3: The student will apply principles of effective expository prose writing to the development of a set of written essays the subjects of which will be selected during teacher/student discussions. The compositions will be evaluated by teacher/student critique.

Activities:

22. Write a unified, coherent theme by following a logical, sequential process.

23. Select a topic which will be interesting, informative, and specific.

24. State a purpose for writing about a particular topic and use this purpose as the controlling idea of the theme in a single sentence.

25. Analyze the topic by grouping the essential ideas in an outline form.

26. Choose the appropriate method for developing a topic (ex. comparison and contrast, facts and details, etc.) and give reasons for this choice.

27. In the outline develop each idea by using specific facts and examples.

28. Select the most appropriate of the following methods of introducing a theme:

    a. relating an incident or example

    b. stating a question

    c. using a quotation

    d. making a provocative statement

    e. comparing or contrasting an idea

    f. giving a definition

    g. using description or dialogue

29. Write a beginning paragraph which will gain the interest of the reader and introduce the main topic of the theme.

30. Write a first draft of the theme and concentrate on developing the specific ideas of the outline rather than solely mechanics.

31. Achieve coherence in writing the body of the theme by using transitional words and sentences.

32. Choose an idea for the final paragraph which will impress the reader.

33. Select the most appropriate method of writing the concluding paragraph from the following:

    a. writing a summary if the paper is of considerable length

    b. restating the main idea

    c. discussing the most important idea in the concluding paragraph

    d. stating the reasons for the significance of the subject

    e. asking a question or a series of questions

    f. using a quotation

    g. making a prediction

    h. relating an anecdote

    i. making an emotional statement

34. Revise and review the first draft critically.

35. Select an appropriate and specific title.

36. Evaluate other compositions by giving reasons for the methods and development of the ideas which are used in them.

IV. Creative Writing Exercise

Objective #4: The student will apply the principles of writing expository prose to a creative writing exercise as outlined in the following suggested activities. Evaluation will be by teacher/student critique.

Activities:

37. Limit narration to a specific topic.

38. Distinguish between summarizing a series of actions and presenting them in detail.

39. Incorporate the methods of selecting and using details in descriptive writing into narrative.

40. Select the basic narrative details of setting, characters, plot, and conflict.

41. Choose a conflict and emphasize the suspense of its development by selecting the appropriate details.

42. Identify four points of view as they are used in narration.

43. Select an appropriate point of view for a planned narrative and give reasons for the choice.

44. Utilize dialogue as a method of forwarding the action or giving information.

45. Use dialogue as one means of revealing character.

46. Achieve a proper balance in using dialogue and description.

47. Incorporate specific dialects and details of local color when necessary and appropriate.

48. Relate a series of events in chronological order.

49. Relate a series of events by using a flashback method.

V. Writing a Research Paper

Objective #5: The student will display knowledge of the principle techniques of writing a research paper to be evaluated by the teacher.

Activities:

50. Write a unified, coherent paper based on information obtained from several sources.

51. Choose a subject which is appropriate for investigation and for which research material is available.

52. Limit the subject to one which can adequately be developed in his paper.

53. Focus investigation by concentrating on one purpose.

54. Use library resources such as the card catalog and Reader's Guide when compiling the bibliography.

55. Compile a list of sources to be used as part of the bibliography.

56. Write a reference card for each source of the bibliography.

57. Prepare a general outline to be used as a guide in reading and taking notes for the paper.

58. Take notes from reading on cards arranged according to the topics in the outline.

59. Prior to writing the first draft, revise the general outline by using the material gathered on the note cards.

60. Follow the same procedure for writing the first draft as indicated in writing an essay (activities 26 through 35).

61. Use footnotes in the following instances:

    a. to indicate the source of direct quotes.

    b. to give credit for facts and opinions which are not common knowledge.

    c. to include necessary information which would be out of place in the body of the paper.

    d. to give sources for tables and diagrams.

62. Identify the correct content and arrangement of footnotes and use them appropriately.

63. Arrange the final bibliography alphabetically with each entry.

64. Include a preface after the title page if the writer feels it is necessary.

LEVEL OBJECTIVE:

THE STUDENT WILL APPLY KNOWLEDGE OF CERTAIN PARAGRAPH STYLES TO THE COMPREHENSION OF WRITTEN TEXT MATERIALS. SATISFACTORY ACHIEVEMENT WILL BE INDICATED BY OBSERVATION OF THE STUDENT BY THE TEACHER IN HIS UTILIZATION OF PARAGRAPH STYLES IN HIS APPROACH TO THE STUDY OF TEXT MATERIALS.

Objective #1: The student will display knowledge of the names of paragraphs which emphasize each of the following styles in text writing: cause and effect, comparison-contrast, sequence, enumeration, and definitive by identifying each among given samples to tne level of 80% accuracy.

Objective #2: The student will increase comprehension of paragraph styles by selecting samples of each from text material. Judgement of successful achievement will be made by teacher-student critique.

Objective #3: The student will demonstrate the application of his knowledge of paragraph styles by selecting specific paragraphs from text materials and explaining, orally or in writing, the technique employed by the author to convey the content. Evaluation will be by teacher-student critique.